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ABSTRACT

The Education Professions Development Act (EPDA) program (University of Hawaii) prepares community college instructors and administrators. To determine student characteristics, program effectiveness, and usefulness of training, 110 questionnaires were mailed to EPDA participants; 62 were returned. A student profile revealed: equal numbers of male and female students, more married than unmarried participants, high percentages of Asian and Caucasian students, and an age distribution of 40% less than 31, 38% between 31 and 40, 15% between 41 and 50, and 8% over 50. Of the participants, 71% were from Hawaii and 54% had completed their undergraduate work there; 69% did not have masters' degrees; and 46% selected the program because "it seemed the most relevant to community college education." "Above average" or better ratings were given to the following aspects of the program: counseling, instructors, meeting objectives, and quality of instruction. Program participation was related to improvements in professional position, teaching ability, and understanding of the profession, community college goals, and vocational education. Most felt their job was highly related to their training (28 were instructors, 3 administrators, 5 coordinators, and 5 part-time teachers), enjoyed their work, and frequently used knowledge gained in the program. All major program topics were ranked as useful. The questionnaire, raw data, and a questionnaire evaluation are appended. (AYC)

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AN EVALUATION OF THE EPDA PROGRAM AT THE UNIVERSITY OF HAWAII

A Plan B Paper

Presented to

the Faculty of the College of Education

University of Hawaii

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

JC 790 321

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December 1978

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I. INTRODUCTION TO THE REPORT

Background of the EPDA Program. In 1964, the University of Hawaii was authorized by the Hawaii State Legislature to begin the operation of a statewide community college system. Four state-owned technical schools were the basis for the system, which rapidly expanded into comprehensive community colleges with the introduction of liberal arts and transfer courses in 1968. The initial four-campus community college system, with an enrollment of 1,874, grew to six campuses and an enrollment of 8,694 by 1969. Similarly, the 99 full-time community college teaching positions which existed in 1964 increased to 389 positions by 1969.[1]

Continued growth in the community college system was anticipated for the future; and it was realized that this would create a demand for additional staff. In addition, it was noted that there was a serious lack of relevant preparation programs for existing and prospective community college faculty and administrators.[2] This shortage of qualified personnel was also occurring in many other parts of the United States and was recognized by the United States Congress which passed the Education Professions Development Act (EPDA) in 1967. One of the

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[1]Lawrence Zane, "The Demand for Community College Teachers: The Preparation Program in the College of Education," Educational Perspectives: Journal of the College of Education, University of Hawaii, VIII (December, 1969), 21-22.

[2]Robert J. Keller, A Case for Higher Education as an Area for Graduate Study (Honolulu, Hawaii: College of Education, University of Hawaii, 1971), p. 34.

objectives of Part E of this act was to assist post-secondary institutions in the preparation of community college instructors, administrators, and educational specialists.

The University of Hawaii submitted a proposal for funds under the EPDA Part E in 1968. The funds were received and in September, 1969, the University started its program for the preparation of prospective and experienced community college faculty. The project was undertaken by the Department of Curriculum and Instruction in the College of Education, in cooperation with the Hawaii Community College System, and funded by the United States Office of Education.

The initial program was designed so that students with a bachelor's degree would complete their work in two full years of study. The program consisted of three major phases: Phase I, academic preparation in a major subject field leading to a master's degree or the equivalent; Phase II, a core of community college foundation courses; and Phase III, an internship program. Students who had already earned a master's degree could take Phases II and III in the EPDA program.

In 1974, Phase I was eliminated and the program was reduced to one full year of study. Federal funds for the EPDA Part E were discontinued at the University of Hawaii in 1976, but the community college program has continued through the College of Education. One hundred ten students have participated in the EPDA community college program at the University of Hawaii. Forty-eight students were granted fellowships under the EPDA Part E, and 62 others have participated without stipends.

The Problem. The main question to be answered by this evaluation of the EPDA program is the following: Has the EPDA program at the University of Hawaii been effective in preparing qualified instructors and administrators for community college employment? More specifically the project will answer these questions:

(a) Has the EPDA program been meeting its stated objectives?

(b) What has been the quality of instruction received by the students?

(c) How useful has the education from the EPDA program been to the students?

Purpose of the Study. This study was designed to evaluate the EPDA program at the University of Hawaii by answering the questions listed in the problem statement based on data from a survey of program participants. The project also produced a student profile to indicate what types of students have been served by the program.

Limitations of the Study. The answers to the questions posed in the problem statement were determined by compiling and averaging the responses of the EPDA program participants to questionnaire items. The data was provided by the students and it reflects their point of view. This survey did not attempt to collect evaluation data from EPDA program instructors or administrators, community college staff who were not EPDA program participants, other University of Hawaii officials, or the EPDA program advisory committee.

The use of a questionnaire limits a survey in some ways. The researcher cannot ask complex questions, clarify items, or verify

responses. This questionnaire did not attempt to ascertain the identity of the respondents, and no follow-up letters were sent to participants after the questionnaires were mailed.

The data used in the survey was limited to the 56 percent return of the questionnaires. Of the 110 questionnaires mailed out to the EPDA program participants, 62 were returned. It was assumed that the 62 participants who did respond are representative of all of the EPDA students.

Scope of the Questionnaire. The questionnaire for a follow-up study of EPDA program participants was approved and duplicated in January, 1978. It was designed to gather three types of information. The first part of the questionnaire, items 1-19, obtained data for a student profile. From this it could be determined what types of students were served by the EPDA program. Factors such as where the students came from, where they went, their ages, their major subject fields, the male/female ratio, the ethnic groups served, the reasons for entering the EPDA program and the reasons for non-completion of the program could be analyzed and reported.

The second part of the survey, questions 20-27, collected data to determine the effectiveness of the EPDA program in meeting its stated objectives and to evaluate the quality of instruction. The participants rated the three phases of the program, several specific topics covered in EPDA courses, and the overall quality of the program's instructors and its counseling. The students were also asked to make

comments on what they liked best and what they liked least in the EPDA program.

The third part of the questionnaire, items 28-35, gathered information to measure the usefulness of the education that the EPDA participants received in the program. This portion of the survey was to be completed only by those who now have or have had an occupation related to education. The students were to indicate how well their educational training is related to their job, how often they use the knowledge gained from the EPDA program, and the adequacy of the program. They also rated the usefulness of several specific topics covered in EPDA courses.

The questionnaires, each with a cover letter and a stamped, self-addressed, return envelope, were mailed out to the 110 EPDA program participants in February, 1978. By the end of June, 62 of the questionnaires had been returned. This study is based on the data compiled from these 62 questionnaires. A copy of the questionnaire and cover letter is shown in Appendix A of this report.

II. ANALYSIS OF THE QUESTIONNAIRE ITEMS

Student Profile. The first 19 items of the questionnaire were designed to gather data to determine what types of students were served by the EPDA program. (The responses to these and all of the other questionnaire items are listed on a sample questionnaire in Appendix B of this report. The number of responses do not always total 62 for each item, as students sometimes did not answer all of the questions.)

The first item of the questionnaire showed that the EPDA program has served approximately equal numbers of male and female students. Of the 62 returned questionnaires, 28 (46%) were marked "female" and 33 (54%) were marked "male," while one questionnaire had no response to this item.

The second questionnaire item revealed that married students outnumbered unmarried students in the program by a 2 to 1 ratio. Forty-one respondents listed "married" and 19 listed "unmarried." (Two others did not mark this item.)

The EPDA program has served students from a variety of ethnic backgrounds. The ethnic groups of the program participants who returned the questionnaire were the following: Asian (27 respondents), Caucasian (22 respondents), Micronesian (6 respondents), Hawaiian or Part-Hawaiian (2 respondents), Filipino (1 respondent), and Samoan (1 respondent). The corresponding percentages for each ethnic category represented in the program were as follows: Asian (46%), Caucasian (37%), Micronesian (10%), Hawaiian or Part-Hawaiian (3%), Filipino (2%), and Samoan (2%).

Item 4 of the questionnaire showed that students entering the EPDA program represented a wide range of ages. Twenty-one respondents (40%) were age 30 or less, twenty respondents (38%) were in the age group 31-40, eight respondents (15%) were in the age span 41-50, and four respondents (8%) were over 50 years of age when they entered the program. A more detailed breakdown of the age groups is shown in Appendix B of this report. From this data, the mean age of the entering EPDA student was calculated to be 34. The median and mode of the grouped data also fell in the range of 31-35 years of age.

The average annual salary for the EPDA program participants is between $15,000 and $20,000. Both the median and the mode were within this range, and the mean for the questionnaire data was about $16,000.

Item 6 of the completed questionnaires showed that 71% of the EPDA program participants were from the state of Hawaii. In addition to the 44 students from Hawaii, 8 came from the mainland United States, 9 were from Micronesia, and one was from American Samoa. Most students appear to have returned to their former areas of residence since 41 of the respondents are currently living in Hawaii, 10 are residing in the mainland United States, 9 are in Micronesia, one returned to American Samoa, and one is in Japan.

While 33 respondents (54%) completed their undergraduate work in Hawaii, 25 others (41%) did their undergraduate studies in the mainland United States. The 3 remaining respondents completed their undergraduate degrees in the Philippines.

The responses to item 9 of the questionnaire showed that the EPDA participants represented a wide variety of academic fields. Thirty different major subject fields were listed by the 62 respondents. These fields are listed on page 45 in Appendix B of this report.

The next item on the questionnaire, item 10, revealed that 19 respondents (31%) had completed a master's degree before entering the EPDA program while 43 respondents (69%) had not. Items 11 and 12 demonstrated once again that the EPDA Program served a wide variety of students. For the amount of time between receiving a bachelor's degree and entering the EPDA program, 11 students listed "1 year or less," 16 others marked "1-3 years," 4 stated "3-5 years," 11 checked "5-10 years," and 16 reported "more than 10 years." The participants were fairly evenly divided in how this time was spent. Twenty-three EPDA participants were students during the time interval, 24 were teaching, and 29 were involved in other employment.

The biggest reason for the students in selecting the EPDA program over other graduate programs was that "it seemed the most relevant to the community college level." Forty-six percent of the questionnaires listed this answer, which was a far greater percentage than for any other reason reported.

The main reason why the University of Hawaii was chosen by the EPDA participants over other universities was that "it was relatively close to residence." This reason, marked by 40% of the respondents, far outweighed the other responses. The specific numerical

totals for all of the possible choices in this item are listed in Appendix B of this report.

Items 15 and 16 showed that the majority of questionnaire respondents had received EPDA fellowships and had successfully completed the program. Thirty of the participants who returned the questionnaires had been full-time fellows, 15 were part-time fellows, and 14 were non-fellows. Thirty-four respondents had received a Master of Education Degree and the Community College Certificate, 12 others had completed only the Community College Certificate, 3 people are still in the program, and 12 students did not complete the program. The students who failed to complete the EPDA program listed various reasons for their non-completion, but very few were disappointed in the program itself. All of the reasons given by the students for non-completion of the program are shown in item number 17 in Appendix B of this report.

The responses to item 18 on the questionnaire showed that most EPDA students have not taken college coursework since they left the EPDA program. Two respondents obtained Master of Education degrees after leaving the EPDA program, 1 completed a Ph. D. in Education, 1 finished a B. A. in Religion, another received an M. A. in Anthropology, and 10 others have taken college courses without obtaining degrees.

Thirty-eight of the respondents stated that they had participated in Phase I of the EPDA program (preparation in a major subject field leading to a master's degree or equivalent), while 21 noted

that they had not participated in this phase. For Phase II (the core of community college foundation courses), 56 students responded that they had taken part in this phase while no one reported that they had not participated. Forty-five respondents took part in Phase III (the internship) while 11 did not.

Quality of Instruction. The eight questionnaire items which follow were designed to allow the EPDA participants to express their views about the educational quality of the EPDA program. For each of the first several items in this part of the questionnaire, the students were to rate various aspects of the EPDA program by marking one of the following five choices: "excellent" (or "extremely well"), "above average," "average," "below average," or "very poor." To find a single answer to each question which would be representative of the students' responses, three measures of central tendency-- the arithmetic mean, the median, and the mode-- were taken from the returned data. By comparing all three of these statistics, the author could be confident about obtaining an average result which would be truly representative of the students' evaluations. To calculate the arithmetic mean, each of the five possible responses was given a value from 1 to 5. "Excellent" was assigned the value 5, "above average" was designated 4, "average" was rated 3, "below average" was considered to be 2, and "very poor" was rated 1. The median and the mode were located directly from the compiled responses.

In item 20, the students were asked to rate their educational experiences in each of the three phases of the EPDA program. For

Phase I the median rating was "above average," the mode of the data showed Phase I to be "excellent," and the mean turned out to be closest to "above average" (4.2 on the scale of 1 to 5). Phase II was rated "above average" with both the median and mode, and approximately the same result was found with the mean (3.9 on the scale). Phase III was judged "excellent" using both the median and mode, and the mean fell between "excellent" and "above average" (4.4 on the scale). (For all of these evaluations, the specific number of responses for each choice is shown in Appendix B of this report.) All of the phases were given high ratings by the EPDA participants. In comparison, Phase III was rated the highest of the three phases.

In item 21 on the questionnaire, the students indicated that they received very high quality counseling and assistance from their EPDA advisors. The rating was "excellent" by both the median and mode, and was "above average" (4.3) by the mean of the students' data.

The EPDA participants felt that their instructors in the program were "above average." All three measures of central tendency converged to this rating choice.

In item 23, the students indicated how well they felt the EPDA program was meeting its stated objectives. The results showed that, in all five areas, the program has been doing an "above average" job. All of the objectives (which are listed in item number 23 in Appendixes A and B of this report) were satisfied in an "above average" manner using the median measure of the student responses. According to the mode measure, the second objective was met "extremely well," while

the other objectives were again achieved in an "above average" way. The mean averages of the student data showed that each of the five objectives was met with "above average" success. The respective arithmetic means were 4.1, 4.2, 4.1, 4.0, and 4.2 on the scale of 1 to 5.

In a completely different way, data obtained through the questionnaire verified that the first objective of the EPDA program ("To recruit Native American prospective and in-service post-secondary faculty and to help them qualify and upgrade themselves for teaching in community colleges or other post-secondary vocational institutions.") was successfully achieved. In item number 3 (where students listed their ethnic backgrounds) it was found that 15% of the questionnaire respondents were native to America and its territories of American Samoa and the Trust Territory of the Pacific Islands. This compares favorably to the facts that 11% of the population of the state of Hawaii is native to these areas, and less than 1% of the combined populations of the United States and its territories is native.[3]

In item 24 of the questionnaire, the EPDA participants indicated their views about the quality of the instruction that they received in eleven specific topics covered in EPDA courses. Overall, the students felt that the quality of instruction in these areas was "above average." The following chart lists each of the eleven topics

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[3]Department of Planning and Economic Development, The State of Hawaii Data Book: A Statistical Abstract (Honolulu, Hawaii: State of Hawaii, 1976), p. 23; and United States Bureau of the Census, Statistical Abstract of the United States: 1977 (Washington D.C.: United States Department of Commerce, 1977), pp. 5, 8, 12, 33.

and the averages of the students' evaluations according to the three measures of central tendency that were taken from the data.

TOPIC	QUALITY OF INSTRUCTION MEDIAN	MODE	MEAN
community college history	above ave.	excellent	above ave.(4.2)
community college philosophy	excellent	excellent	above ave.(4.3)
organization and administration of community colleges	above ave.	above ave.	above ave.(4.1)
community college curriculum	above ave.	above ave.	above ave.(3.9)
attitudes appropriate to community college teaching	above ave.	excellent	above ave.(4.1)
vocational-technical education	above ave.	above ave.	above ave.(3.8)
learning theory	above ave.	above ave.	average/ above ave.(3.5)
methods of teaching	above ave.	above ave.	above ave.(3.8)
methods of evaluation	above ave.	above ave.	above ave.(3.6)
audio-visual media systems	above ave.	above ave.	above ave.(3.8)
actual teaching experience	above ave.	excellent	above ave.(4.1)

The next items on the questionnaire, items 25 and 26, gave the students the opportunity to list their personal comments about what they liked best and what they liked least about the EPDA program. These comments are quoted verbatim in Appendix B on pages 46 - 54 of this report.

Question number 27 provided information about the desirable changes the students felt they had acquired due to participation in the EPDA program. The results showed that the respondents noticed

significant positive changes for every one of the factors listed. Definite improvements in professional position, employability, teaching ability, understanding of the teaching profession, understanding of community college goals, knowledge of the Hawaii community college system, and understanding of vocational-technical education were reported by at least a 3 to 1 ratio of the students. More participants noted desirable changes in the areas of "understanding of community college goals" and "knowledge of the Hawaii community college system" than in any of the other areas. The qualities in which the least number of students noticed improvement were "leadership ability" and "student advising ability," though a strong majority of the participants still felt that these two areas were affected by the EPDA program in a positive way. (The specific numerical results for this item can be seen in Appendix B.)

Usefulness of the Education. The final part of the questionnaire was designed to determine the students' views about the usefulness of the education they received in the EPDA program. Only those participants who have been employed in an occupation related to education were to answer this portion of the questionnaire. Fifty-one respondents (84%) reported that they had been employed in a position related to education, while 10 answered that they had not had an education-related job.

The questionnaire showed that among the EPDA participants there are 28 instructors, 3 administrators, 1 administrator/counselor, 4 instructor/administrators, 5 coordinators or specialists, 5 part-time

instructors, and 1 chairman of an educational committee in the Congress of Micronesia. Forty of the respondents stated that they were still employed in their education-related positions, while 7 reported that they were no longer in the education field.

The results of the next item on the questionnaire, item 31, showed that there has been a strong relationship between the EPDA participants' jobs in education and the knowledge they received in the EPDA program. Both the median and the mode of the students' responses indicated that the relationship was the following: "job highly related to the training," while the arithmetic mean of the data was closer to the second highest category: "job somewhat related to the training."

Item number 32 showed that the EPDA students who have occupations in the education field overwhelmingly enjoy their work. Forty-one participants (84% of the respondents) expressed their feelings about their job by marking that they "like it very much," while the remaining 8 respondents checked "like it somewhat."

In item 33, the participants indicated how often they used the knowledge acquired from the EPDA program. The average response was "frequently" according to the median and the mode measurements, while the mean average was half way between the categories of "frequently" and "occasionally."

According to the results of item 34, the students felt that the EPDA program contributed to the performance of their professional functions in a "more than adequate" manner. All three measures of central tendency pointed to this response.

In item 35, the last item on the questionnaire, the same eleven major topics covered in EPDA courses which were evaluated in item 24 were again listed. This time, instead of rating the quality of instruction received by the students in each area, the participants were asked to indicate the usefulness of each topic to their education-related jobs. The following chart lists each topic along with the averages of the students' responses according to the three measures of central tendency that were taken from the data. (Although only three of the five possible choices to be marked by the students were given printed titles on the questionnaire, the five choices were considered to be the following, in order: "extremely useful," "often useful," "occasionally useful," "rarely useful," and "not useful at all.")

TOPIC	USEFULNESS		
	MEDIAN	MODE	MEAN
community college history	often useful	often/ occasionally useful	often/ occasionally useful (3.5)
community college philosophy	often useful	extremely useful	often useful (4.0)
organization and administration of community colleges	often useful	extremely useful	often useful (3.8)
community college curriculum	often useful	extremely useful	often useful (4.0)
attitudes appropriate to community college teaching	extremely useful	extremely useful	often useful (4.1)
vocational-technical education	often useful	often useful	often useful (3.6)
learning theory	often useful	extremely useful	often useful (4.1)

Usefulness chart (continued)

TOPIC	USEFULNESS MEDIAN	MODE	MEAN	
methods of teaching	extremely useful	extremely useful	often useful	(4.2)
methods of evaluation	often useful	extremely useful	often useful	(4.1)
audio-visual media systems	extremely useful	extremely useful	often useful	(4.2)
actual teaching experience	extremely useful	extremely useful	often useful	(4.4)

The aspect of the EPDA program which the students found to be most useful was "actual teaching experience." The least useful topic, conpared to the others, was "community college history." Overall, the EPDA participants found all eleven of the topics to be often useful in their jobs.

III. CONCLUSION AND RECOMMENDATIONS

Conclusion. The EPDA program at the University of Hawaii has served a wide variety of students. The program attracted approximately equal numbers of male and female students; and these people represented several different ethnic backgrounds, age groups, and major fields of study. At the same time, there were qualities that many of the EPDA participants had in common. Most of the students wanted an educational program that was relevant to the community college level, chose the University of Hawaii because it was relatively close to their residence, and either were or wanted to become educators.

Based on the evaluations by the students who participated in the program, it can be concluded that the EPDA program at the University of Hawaii has definitely been effective in preparing qualified instructors and administrators for community college employment. The participants who completed the questionnaire indicated that the EPDA program was meeting all of its stated objectives in an above average manner. They gave above average ratings to every item in the questionnaire relating to the quality of instruction in the EPDA program, including the quality of educational experiences, counseling and assistance, and instructors.

The above average evaluation of the EPDA program was further supported as the students noted, by at least 3 to 1 ratios, that their participation in the program resulted in significant desirable changes in their professional positions, employability, teaching ability,

understanding of the teaching profession, understanding of community college goals, knowledge of the Hawaii community college system, and understanding of vocational-technical education. Even for the lowest rated characteristics listed in this item of the questionnaire (leadership ability and student advising ability), 66% of the respondents felt that they had achieved significant improvement in these areas due to their participation in the EPDA program.

The EPDA participants who have been employed in education-related jobs reported that the knowledge they received from the EPDA program has definitely been useful to them. They indicated that their jobs were related to the EPDA program training, they frequently used the knowledge acquired from the program, and they felt that the EPDA program contributed more than adequately to the performance of their professional functions. The students found that all of the major topics taught in the EPDA program courses were often useful to them in their occupations, with the most useful aspect being the actual teaching experience offered in the internship phase of the program.

Very few of the respondents were dissatisfied with the EPDA program. Those that were dissatisfied often gave negative evaluations to all aspects of the program. The specific reasons for this disappointment with the program can be seen among the comments listed in item number 26 in Appendix B of this report. The most common complaints were the lack of preparation by some of the instructors, the large amount of work assigned in some classes, and the lack of job opportunities at the community college level.

Recommendations. The recommendations which follow are based on the most frequent complaints and suggestions expressed by the EPDA program participants in the questionnaire.

1. Monitor the community college program courses and instructors more closely.
2. Review the amount of assigned work in courses.
3. Increase placement efforts for the community college program participants.
4. Increase articulation with local community colleges.
5. Conduct a needs assessment as a basis for the future direction of the program.
6. Review the student complaints and suggestions contained in this report to obtain additional recommendations for the improvement of the community college program.

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APPENDIX A

The Questionnaire and Cover Letter

University of Hawaii at Manoa

Curriculum & Instruction • College of Education
Wist Hall 216 • 1776 University Avenue • Honolulu, Hawaii 96822
Cable Address: UNIHAW

Dear

The University of Hawaii College of Education and the Director of the EPDA program are working together to improve the EPDA program. One part of this work is a follow-up study of program participants. I would like to find out what you are currently doing and how you feel about the education you received in the EPDA program at the University of Hawaii. The completed surveys will be analyzed and the information will be used to evaluate and revise the program.

Since there is no effort to identify respondents by name, your anonymity is assured. Please complete this questionnaire as soon as possible and mail it back to me in the enclosed envelope.

Thank you very much for your time and assistance in the evaluation of the EPDA program.

Aloha,

John W. Lilienthal
EPDA Graduate Student

Lawrence F. H. Zane
Project Director

DIRECTIONS: Please provide the information requested by placing a check or words in the space for each item. You may check more than one alternative for some items if you wish.

1. Sex: ☐ female ☐ male
2. Marital status: ☐ married ☐ not married
3. Ethnic background: _____

4. Your age when you entered the EPDA program: _____
5. Your annual salary:

   ☐ less than $5,000
   ☐ $5,000 - $10,000
   ☐ $10,000 - $15,000
   ☐ $15,000 - $20,000
   ☐ over $20,000

6. In what state or country were you residing just before you entered the EPDA program? _____

7. In what state or country are you currently residing? _____
   _____

8. Where did you complete your undergraduate studies? _____
   _____

9. What was your major subject field? _____

10. Did you have a master's degree before you entered the EPDA program?
    ☐ Yes ☐ No

11. How much time elapsed from the time you received your bachelor's degree until you entered the EPDA program?

- ☐ 1 year or less
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ 5-10 years
- ☐ more than 10 years

12. How was the above time spent?

- ☐ as a student
- ☐ as a teacher
- ☐ in other employment
- ☐ other (please explain)_____

_____

13. Why did you select the EPDA program over other graduate programs?

- ☐ program descriptions and publicity were appealing
- ☐ it was recommended
- ☐ it seemed the most relevant to the community college level
- ☐ fellowship was available
- ☐ other_____

14. Why did you select the program at the University of Hawaii over other universities?

- ☐ information and publicity were appealing
- ☐ it was recommended
- ☐ fellowship was available
- ☐ it was relatively close to residence
- ☐ it was less expensive than other schools
- ☐ location was attractive
- ☐ other_____

15. Please indicate your fellowship aid for the EPDA program:

- ☐ full-time fellow for the whole period of EPDA study
- ☐ fellow for part of the period of EPDA study
- ☐ non-fellow

16. Please indicate what you have completed in the EPDA program:

- ☐ Master of Education Degree
- ☐ Community College Certificate but not the Master of of Education Degree
- ☐ still in the program
- ☐ did not complete the program

17. If you did not complete the EPDA program, please indicate the reasons:

- ☐ lacked finances
- ☐ received low grades
- ☐ transferred to another school
- ☐ got a job
- ☐ got married
- ☐ lost interest
- ☐ did not need the degree
- ☐ illness

other (please explain)_____

_____

18. What education or degrees have you completed since leaving the EPDA program?_____

The EPDA program of study includes three major phases: Phase I, academic preparation in a major subject field leading to a master's degree or equivalent; Phase II, a core of community college foundation courses; and Phase III, an internship program.

19. In which phases did you participate?

	did participate	did not participate
Phase I	☐	☐
Phase II	☐	☐
Phase III	☐	☐

20. How would you rate your educational experiences in each phase?

	excellent	above average	average	below average	very poor
Phase I	☐	☐	☐	☐	☐
Phase II	☐	☐	☐	☐	☐
Phase III	☐	☐	☐	☐	☐

21. How would you rate the counseling and assistance you received from your EPDA advisors?

excellent	above average	average	below average	poor
☐	☐	☐	☐	☐

22. In general, how would you rate the instructors you had in the EPDA program?

excellent	above average	average	below average	poor
☐	☐	☐	☐	☐

23. The five stated objectives of the EPDA program are listed below. Please indicate how well you feel the program met each of these objectives.

(a) To recruit Native American prospective and in-service post-secondary faculty and to help them qualify and upgrade themselves for teaching in community colleges or other post-secondary vocational institutions.

extremely well	above average	average	below average	very poorly
☐	☐	☐	☐	☐

(b) To familiarize participants with education concepts (history, philosophy, curriculum, organization, learning theory, methodology, professional associations, etc.) related to community college teaching.

extremely well	above average	average	below average	very poorly
☐	☐	☐	☐	☐

(c) To enable participants in the <u>pre-service</u> program to observe community college students in their environment and, under close supervision, to teach in community college classes. To maximize the practical benefits for <u>in-service</u> trainees by having them perform significant research and development of projects assigned and supervised by local campus administrators.

extremely well	above average	average	below average	very poorly
☐	☐	☐	☐	☐

(d) To improve and expand trainee knowledge, skills, and concepts in his or her major field or college responsibility.

extremely well	above average	average	below average	very poorly
☐	☐	☐	☐	☐

(e) To stimulate the exchange of ideas among the trainees themselves and with other professional educators.

extremely well	above average	average	below average	very poorly
☐	☐	☐	☐	☐

24. Some of the specific topics covered in the EPDA program courses are listed below. Please indicate the quality of instruction that you received for each topic.

	excellent		average		poor
community college history	☐	☐	☐	☐	☐
community college philosophy	☐	☐	☐	☐	☐
organization and administration of community colleges	☐	☐	☐	☐	☐
community college curriculum	☐	☐	☐	☐	☐
attitudes appropriate to community college teaching	☐	☐	☐	☐	☐
vocational-technical education	☐	☐	☐	☐	☐
learning theory	☐	☐	☐	☐	☐
methods of teaching	☐	☐	☐	☐	☐
methods of evaluation	☐	☐	☐	☐	☐
audio-visual media systems	☐	☐	☐	☐	☐
actual teaching experience	☐	☐	☐	☐	☐

25. What qualities did you like best about the EPDA program?_____

_____

_____

_____

_____

_____

_____

26. What qualities did you like least about the EPDA program?_____

_____

_____

_____

_____

_____

_____

27. Has your participation in the EPDA program resulted in what you consider to be a significant desirable change in your:

	Yes	No
professional position?	☐	☐
employability?	☐	☐
teaching ability?	☐	☐
leadership ability?	☐	☐
student advising ability?	☐	☐
understanding of the teaching profession?	☐	☐
understanding of community college goals?	☐	☐
knowledge of the Hawaii community college system?	☐	☐
understanding of vocational-technical education?	☐	☐

28. Do you now have, or have you had, an occupational position related to education? ☐ Yes ☐ No

If the above answer is "No", you are finished with this questionnaire. Please mail it back to me in the enclosed envelope.

If the above answer is "Yes", please complete the remaining questions.

29. What is, or was, your education-related job? (Specify job title and a brief description)_____

_____

_____

30. Are you still employed in this position? ☐ Yes ☐ No

31. Which one of the following statements best describes the relationship between your education-related job and the knowledge you gained through the EPDA program?

- ☐ job highly related to the training
- ☐ job somewhat related to the training
- ☐ job only slightly related to the training
- ☐ job not related to the training

32. How do you feel about this job?

- ☐ like it very much
- ☐ like it somewhat
- ☐ neither like nor dislike it
- ☐ dislike it somewhat
- ☐ dislike it very much

33. How often on the job do you use the knowledge acquired from the EPDA program?

- ☐ frequently
- ☐ occasionally
- ☐ rarely
- ☐ never

34. How adequately do you consider this program to have contributed to the performance of your professional functions?

- ☐ extremely adequate
- ☐ more than adequate
- ☐ adequate
- ☐ less than adequate
- ☐ extremely inadequate
- ☐ program is not related to my performance

35. Some of the specific topics covered in the EPDA program courses are listed below. Please indicate the <u>usefulness</u> of each topic to your educational-related job.

	extremely useful		occasionally useful		not useful at all
community college history	☐	☐	☐	☐	☐
community college philosophy	☐	☐	☐	☐	☐
organization and administration of community colleges	☐	☐	☐	☐	☐
community college curriculum	☐	☐	☐	☐	☐
attitudes appropriate to community college teaching	☐	☐	☐	☐	☐
vocational-technical education	☐	☐	☐	☐	☐
learning theory	☐	☐	☐	☐	☐
methods of teaching	☐	☐	☐	☐	☐
method of evaluation	☐	☐	☐	☐	☐
audio-visual media systems	☐	☐	☐	☐	☐
actual teaching experience	☐	☐	☐	☐	☐

APPENDIX B

Responses to the Questionnaire

DIRECTIONS: Please provide the information requested by placing a check or words in the space for each item. You may check more than one alternative for some items if you wish.

1. Sex: /28/ female /33/ male (1 no response)

2. Marital status: /41/ married /19/ not married

3. Ethnic background: 27 Asian, 22 Caucasian, 6 Micronesian, 1 Filipino, 2 Hawaiian or Part-Hawaiian, 1 Samoan.

4. Your age when you entered the EPDA program:

less than 25	9 respondents
25-30	12
31-35	13
36-40	7
41-45	3
46-50	5
over 50	4

5. Your annual salary:

/2/ less than $5,000
/10/ $5,000 - $10,000
/10/ $10,000 - $15,000
/26/ $15,000 - $20,000
/12/ over $20,000

6. In what state or country were you residing just before you entered the EPDA program? 44 Hawaii, 8 U.S. Mainland, 9 Micronesia, 1 American Samoa

7. In what state or country are you currently residing? 41 Hawaii, 10 U.S. Mainland, 9 Micronesia, 1 Japan, 1 American Samoa

8. Where did you complete your undergraduate studies? 33 Hawaii, 25 U.S. Mainland, 3 Philippines

9. What was your major subject field? (see page 45)

10. Did you have a master's degree before you entered the EPDA program?
/19/ Yes /43/ No

11. How much time elapsed from the time you received your bachelor's degree until you entered the EPDA program?

- (11) 1 year or less
- (16) 1-3 years
- (4) 3-5 years
- (11) 5-10 years
- (16) more than 10 years

12. How was the above time spent?

- (23) as a student
- (24) as a teacher
- (29) in other employment
- (1) other (please explain) 1 homemaker

13. Why did you select the EPDA program over other graduate programs?

- (11) program descriptions and publicity were appealing
- (17) it was recommended
- (41) it seemed the most relevant to the community college level
- (20) fellowship was available
- (2) other 1 received East-West Center Fellowship, 1 for adventure

14. Why did you select the program at the University of Hawaii over other universities?

- (6) information and publicity were appealing
- (11) it was recommended
- (13) fellowship was available
- (37) it was relatively close to residence
- (10) it was less expensive than other schools
- (16) location was attractive
- (8) other 1 received East-West Center Fellowship
  2 were already in University of Hawaii graduate school
  1 said it was the best program for Micronesians
  3 planned to teach in Hawaii and thought the program would help towards this goal
  1 planned to work in the Pacific Basin area and thought the program would help

15. Please indicate your fellowship aid for the EPDA program:

- [30] full-time fellow for the whole period of EPDA study
- [15] fellow for part of the period of EPDA study
- [14] non-fellow

16. Please indicate what you have completed in the EPDA program:

- [34] Master of Education Degree
- [12] Community College Certificate but not the Master of of Education Degree
- [3] still in the program
- [12] did not complete the program

17. If you did not complete the EPDA program, please indicate the reasons:

- [1] lacked finances
- [1] received low grades
- [1] transferred to another school
- [6] got a job
- [ ] got married
- [ ] lost interest
- [2] did not need the degree
- [ ] illness

other (please explain)_____

1 moved from Hawaii

1 felt job future in community college teaching was too limited
1 completed B. Ed. Degree
1 East-West Center Fellowship lasted only one semester
1 discouraged by lack of job openings-- was not encouraged by anyone-- no assistance was offered

18. What education or degrees have you completed since leaving the EPDA program? 10 respondents took additional courses, 2 M.Ed., 1 Ph.D. in Education, 1 M.A. in Anthropology, 1 B.A. in Religion

The EPDA program of study includes three major phases: Phase I, academic preparation in a major subject field leading to a master's degree or equivalent; Phase II, a core of community college foundation courses; and Phase III, an internship program.

19. In which phases did you participate?

	did participate	did not participate
Phase I	38	21
Phase II	56	
Phase III	45	11

20. How would you rate your educational experiences in each phase?

	excellent	above average	average	below average	very poor
Phase I	17	16	7	1	
Phase II	16	25	10	2	2
Phase III	25	15	4	1	

21. How would you rate the counseling and assistance you received from your EPDA advisors?

excellent	above average	average	below average	poor
34	15	8	3	

22. In general, how would you rate the instructors you had in the EPDA program?

excellent	above average	average	below average	poor
22	23	14	3	

23. The five stated objectives of the EPDA program are listed below. Please indicate how well you feel the program met each of these objectives.

(a) To recruit Native American prospective and in-service post-secondary faculty and to help them qualify and upgrade themselves for teaching in community colleges or other post-secondary vocational institutions.

extremely well	above average	average	below average	very poorly
17	36	4	1	1

(b) To familiarize participants with education concepts (history, philosophy, curriculum, organization, learning theory, methodology, professional associations, etc.) related to community college teaching.

extremely well	above average	average	below average	very poorly
28	18	14		

(c) To enable participants in the <u>pre-service</u> program to observe community college students in their environment and, under close supervision, to teach in community college classes. To maximize the practical benefits for <u>in-service</u> trainees by having them perform significant research and development of projects assigned and supervised by local campus administrators.

extremely well	above average	average	below average	very poorly
19	28	6	3	

(d) To improve and expand trainee knowledge, skills, and concepts in his or her major field or college responsibility.

extremely well	above average	average	below average	very poorly
16	27	13	2	

(e) To stimulate the exchange of ideas among the trainees themselves and with other professional educators.

extremely well	above average	average	below average	very poorly
24	25	10		

24. Some of the specific topics covered in the EPDA program courses are listed below. Please indicate the quality of instruction that you received for each topic.

	excellent		average		poor
community college history	26	19	9	4	
community college philosophy	34	15	7	4	
organization and administration of community colleges	18	30	8	3	
community college curriculum	15	25	11	3	1
attitudes appropriate to community college teaching	21	20	12	3	
vocational-technical education	13	24	11	5	1
learning theory	9	22	15	6	3
methods of teaching	14	25	14	2	2
methods of evaluation	8	28	14	3	3
audio-visual media systems	12	28	11	1	3
actual teaching experience	21	19	4	5	

25. What qualities did you like best about the EPDA program?
(see page 46)

26. What qualities did you like least about the EPDA program?
(see page 51)

27. Has your participation in the EPDA program resulted in what you consider to be a significant desirable change in your:

	Yes	No
professional position?	49	11
employability?	46	15
teaching ability?	47	11
leadership ability?	38	20
student advising ability?	41	18
understanding of the teaching profession?	50	10
understanding of community college goals?	56	3
knowledge of the Hawaii community college system?	55	5
understanding of vocational-technical education?	46	11

28. Do you now have, or have you had, an occupational position related to education? 51 Yes 10 No (1 no response)

If the above answer is "No", you are finished with this questionnaire. Please mail it back to me in the enclosed envelope.

If the above answer is "Yes", please complete the remaining questions.

29. What is, or was, your education-related job? (Specify job title and a brief description) 28 instructors, 3 administrators, 4 instructor/administrators, 1 administrator/counselor, 5 part-time instructors, 5 coordinators or specialists, 1 chairman of an educational committee in the Congress of Micronesia

30. Are you still employed in this position? (40) Yes (7) No

31. Which one of the following statements best describes the relationship between your education-related job and the knowledge you gained through the EPDA program?

(25) job highly related to the training

(19) job somewhat related to the training

(1) job only slightly related to the training

(4) job not related to the training

32. How do you feel about this job?

(41) like it very much

(8) like it somewhat

( ) neither like nor dislike it

( ) dislike it somewhat

( ) dislike it very much

33. How often on the job do you use the knowledge acquired from the EPDA program?

(29) frequently

(16) occasionally

(2) rarely

(2) never

34. How adequately do you consider this program to have contributed to the performance of your professional functions?

- [16] extremely adequate
- [18] more than adequate
- [10] adequate
- [4] less than adequate
- [ ] extremely inadequate
- [ ] program is not related to my performance

35. Some of the specific topics covered in the EPDA program courses are listed below. Please indicate the <u>usefulness</u> of each topic to your educational-related job.

	extremely useful		occasionally useful		not useful at all
community college history	[11]	[13]	[13]	[5]	[4]
community college philosophy	[22]	[10]	[7]	[4]	[3]
organization and administration of community colleges	[17]	[12]	[10]	[4]	[3]
community college curriculum	[21]	[9]	[7]	[6]	[1]
attitudes appropriate to community college teaching	[25]	[7]	[7]	[4]	[2]
vocational-technical education	[11]	[15]	[11]	[3]	[4]
learning theory	[21]	[11]	[9]	[3]	[1]
methods of teaching	[25]	[8]	[9]	[1]	[2]
method of evaluation	[23]	[11]	[8]	[4]	[1]
audio-visual media systems	[29]	[4]	[8]	[2]	[2]
actual teaching experience	[30]	[7]	[2]	[3]	[1]

Additional Items from the Questionnaire

9. What was your major subject field?

Anthropology - 3
Art - 3
Asian Studies - 2
Bible - 1
Biology - 5
Business - 4
Chemistry - 1
Dietetics - 1
Economics - 1
Education - 10
Electronics - 1
English - 2
Fashion Design - 2
French - 1
Health Education - 1
History - 5
Industrial Technology - 1
Mathematics - 2
Music - 2
Nursing - 3
Nursing Education - 1
Pacific Studies - 1
Physical Education - 1
Political Science - 4
Psychology - 3
Slavic Studies - 1
Social Studies - 1
Sociology - 2
Speech - 1
Trades and Industry - 3

Responses to Question Number 25

25. What qualities did you like best about the EPDA program?

"Meeting and working first hand with various people in different community colleges"

"Small number of enrollees and therefore closer contact among students & instructors"

"the internship was the best liked part, however that is hardly a quality, is it? The professor brought in from outside Univ., during the summer program. They gave me a feel for CC not gained from local faculty--admittedly because I was in first program and it was just getting organized, the program was weak then and probably was greatly improved"

"I don't see how the foregoing items pertain. I felt the community colleges would have been fortunate to have had most of us. Only 2 or 3 that I am aware of were placed. Others just went back to their former job, are now DOE substitutes, whatever."

"(1) Closeness that developed among fellows--professional interchange
(2) Chance of placement into an internship"

"program well administered"

"Flexibility Small, friendly group Administration interested in you personally"

"Studying with wide range of age groups Informality of instructors Fellowship"

"The freedom to learn"

"Gave me a very thorough background in the community colleges and its system. Meeting people from other college systems."

"Financial assistance Close fellowship w/ peers."

"Internship, getting a foot in the door."

"Covered much ground--hands on experience, materials developed for actual teaching"

"Internship"

Continued

25. What qualities did you like best about the EPDA program?

"The close personal contact with the administrators & professors of the program and their effective communication of their high ideals of education in this way, I also liked the internship which was an experience of actual teaching rather than merely being a teacher's aide or filling in for someone for a brief period. We planned, organized & taught our courses for an entire semester."

"Field trips--exchange of ideas etc."

"Methods of teaching A.V. training Teaching experience"

"N/A"

"The topics covered--counseling component & our get togethers--"

"I felt the program provided me with the guidance needed to gain confidence in teaching. Fellowship among students also added to the total experience."

"1. Classes were small and students got more attention from professors.
2. The courses offered were relevant to community college needs.
3. Helpful advisors were always available.
4. Visitation to different community colleges was helpful."

"The 'internship' portion of the program was the best. This portion not only provided me with a chance to teach in a community college to gain teaching experience, but it also provided me a chance to meet other faculty & staff members within the college"

"Good background knowledge of c.c. philosophy, history, student background & profile"

"Well organized curricula for the masters program in education (vocational); the qualities of the teaching staff were excellent. The instructors were extremely helpful and gave students meaningful guidance & support"

"Counseling & assistance from advisor at U of H."

"Good advising, counseling & curriculum"

Continued

25. What qualities did you like best about the EPDA program?

"The dedication of specific instructors previously rated 'excellent', the spirit of esprit de corps among the entering EPDA students, the flexibility of 699 independent courses/projects available to the student and his area of interest and expertise."

"(1) Visiting post-secondary schools. The contact experience was great.
(2) Learning methods of teaching.
(3) The tests and measurements course was outstanding."

"Availability of faculty; follow-up by faculty; opportunity to teach; interaction with faculty, fellow students, & persons in the field. small classes."

"Close personal attention from faculty & staff The philosophy & objectives of community college teaching was well emphasized throughout the program & I consider this aspect the highlight of my learning experience."

"Friendliness and close association of participants and professors"

"The close relationships between all the participants in the program."

"Topics geared to community college teaching Visits to other 2 & 4-yr. colleges Internship experience"

"Writing of the thesis"

"The program was challenging, a rounded leadership program, it met my needs, it was very flexible in terms of the kinds of courses I needed for my particular program or interest within the vocational area, it was very-well coordinated, enough financial assistance was provided, it provided opportunities to get acquainted with other people in vocational education, an eye-opener in understanding federal rules and regulations concerning vocational education, excellent follow-up on former EPDA participants, and very sensitive to the individual's need or in the professional development of the individual."

Continued

25. What qualities did you like best about the EPDA program?

"Field trips, visiting professors, the relaying of the community college concept. I am still enthusiastic about community colleges (even though I didn't get a job in the system) and advise/recommend to parents/students to this effect."

"Opportunity--the only one--for a community college focus. Field work opportunity Opportunity to meet interesting class members. Seminar in Hi Ed was one of the best courses and should be given earlier perhaps (for perspective of whole)"

"A chance to talk intelligently about subjects relating to my own programs, to talk about relationship with students, teacher, people, programs (implementation not only in community colleges but in other fields). Opportunities to start one's own business as a result of exposure to EPDA programs."

"(1) background on com. colleges, especially in Hawaii
(2) visits to campuses
(3) practical internship at the c.c.
(4) the sharing of students within the program
(5) John Baker & Larry Zane & their encouragement & support"

"The internship program Exchange of ideas & info. Opportunity to meet w/ comm coll faculty throughout the system"

"Media courses; field trips"

"1. the intensive study program 2. visiting professors
3. counseling and guidance"

"Exposure to the community college's concepts, philosophy, topics in items 24 & 27"

"I felt that the EPDA Program was specific for community college teaching and situation"

"One gets to meet big shots in c.c. education, therefore probability of scoring on job increases."

"(1) Opportunity to talk about teaching with others--the personal relationships
(2) For others, the placement seemed active & useful"

Continued

25. What qualities did you like best about the EPDA program?

"(1) Internship Teaching phase
(2) Exchange of ideas/research in Seminar courses on Curriculum - etc."

"The knowing of other students better than in other programs.
The enthusiasm of instructors.
The well prepared instructors."

Responses to Question Number 26

26. What qualities did you like least about the EPDA program?

"Too much student reporting and not enough instructor instruction (the entire school of ed. is like that it appears); should receive graduate credit for internship; the scholastic ability of students appears somewhat low affecting class 'norms' Considerable rigidity on part of administrator for individualizing needs of student (although good practice for the skill of assertiveness)"

"Internship could have been more closely supervised. Job opportunities not available after completion of program (no full-time position). The program is apparently more practical for in-service people, or those with a vocational background (neither of which apply to me)."

"Not enough contact with other EPDA fellows."

"Too much work for just a certificate--it was not a regular university degree program."

"Undue repetition of certain topics--lack of coordination of courses Some courses were extremely poorly handled. Need for more practical and theoretical knowledge of teaching."

"The particular program I was in did not provide time to complete an advanced degree."

"None stands out as overwhelming"

"The required course Ed 347. Need for more flexibility in required courses to meet the need of instruction from other disciplines, other than a voc. orientation. Lacked information about Learning Theory which I think is crucial, especially emphasis on the adult learner & the older student."

"Need more exposure to different teaching strategies."

"Too many 'papers' to write. I felt that I wasted alot of energy and time writing. I prefer more objective types of evaluation, although I did very well on all of my papers."

"I felt that all the qualities in the EPDA program were meeting the needs of students. I have no misgiving about the qualities. I cannot think of any quality that I can say I did not like"

Continued

26. What qualities did you like least about the EPDA program?

"Some instructors still profess only the 'Manoa' approach to philosophy of teaching and learning. They did not know the realism of contending with the broad spectrum of community college students' capabilities and practical interests. Sad!"

"Not enough learning theories"

"Some of the courses were 'a waste of time'. Unfortunately, there are some professors who do not 'practice what they teach'. There is a lack of material covered for counseling techniques, especially for the type of student we encounter at the community colleges."

"Did not offer trips to community colleges outside of Hawaii."

"I do not have anything that I felt uncomfortable with. The staff & instructors are top-notch."

"N/A"

"Teachers not related to or qualified in vocational & technical areas"

"Educational methodology courses, i.e. testing, & foundations taught by faculty outside the program. I liked practical courses rather than courses of theory."

"Courses not substantive enough--too much inapplicable education theory. Program could have benefitted by more role-playing in classroom. Teaching is a 'hands on' discipline, like operating a lathe or playing baseball--you don't get proficient by listening to someone lecture"

"Too dogmatic, too much pressure, threats--not casual enough like com. college teaching should be. Need to practice principles of learning"

"Too much library research and paper writing."

"Vocational/Technical instructor not provided for in the program. Voc Tech people unable to work for degree in the program."

Continued

26. What qualities did you like least about the EPDA program?

"Hardly any of major consequence. Excessive amount of assignments for 1 credit courses (minor fault)"

"Intern teaching was not necessary for experienced secondary school teachers"

"Lack of preparation on part of director for certain courses together with unrealistic expectations and demands on student performance"

"No jobs available--perhaps we were already too qualified. I felt the program just faded away."

"The teaching methods and learning theories presentations were poorly presented by poor teachers; the quality of faculty in the program was low except for visiting professors; the lack of support for program by community colleges in Hawaii; the overall poor quality of the program as it seemed as poorly conceived as presented; the preoccupation of the director with building the program, of expanding it, of getting a summer contract of some kind, all impaired the quality of the program and finally it was of little use so I found when I came to California in getting a full time teaching job--hardly adequate I admit, more of an outcome or evaluation"

"Doubted that all or even majority of enrollees would actually end up in community college environment, not because of lack of ability, background, or desire, but because of lack of community need."

"Taking psychology courses (required) which are no different from under-graduate ones."

"History about community colleges & philosophies Perhaps a suggestion here: Perhaps a requirement to all EPDA which I find necessary in every job one can have is some bookkeeping, or accounting knowledge. A short course in knowing one's books whether he or she is a professor or in a private job."

"Educational courses could be compressed into fewer courses w/ more content, leaving more time for independent study"

"community college curriculum: 'not dealt with successfully in the program--by this I mean thoroughly enough.'"

Continued

26. What qualities did you like least about the EPDA program?

"Dr. Zane's courses were geared more to undergraduate students rather than graduate students."

"(1) sometimes the coursework did not seem to help with real issues that came up - in teaching techniques, audio visuals - gave some theory & a 1 time practice try. Would suggest a closer workshop course support during practicum. ... The one area that I would like to see receive more instruction is in actual teaching techniques. To use videotaping - mock lecture - perhaps offer a speech class - on 'how to lecture effectively.' I felt like I got plenty of theory & philosophy, excellent exposure to the comm. college system in Hawaii ... & through the internship got a very real practicum (although it was really w/ out much instructional backup) The EPDA program & certificate opened doors for me. ..."

"None"

"I do not see any--"

"Education courses not well organized and too drawn out--1 semester with 9 credits of courses would be enough--instructors of Ed. courses don't practice what they preach, they do not prepare well, they do not hold student interest, and mostly they assume all students are willing to work very hard . . they base all teaching strategies on this premise--This is simply not true."

"There needs to be an additional staff person to take the load off Dr. Zane. Dr. Zane is very good at vocational subjects and at the administration of the program with regard to contact with the community colleges & with present & former students. He needs time to do what he does best & someone should be included to teach methods & learning theory."

"The writing of the paper by the chapters."

APPENDIX C

A Re-examination of the Questionnaire Items

A Re-examination of the Questionnaire Items

The responses to the items in this survey demonstrated that, for questionnaires in general, as many questions as possible should be multiple choice in nature rather than fill-in. This leaves less chance for misinterpretation of the question by the respondents.

For this questionnaire, it would have been better to have written question 4, "Your age when you entered the EPDA program: _____," in the following multiple choice manner:

4. Your age when you entered the EPDA program:

- ☐ less than 25
- ☐ 25 - 30
- ☐ 31 - 35
- ☐ 36 - 40
- ☐ 41 - 45
- ☐ 46 - 50
- ☐ over 50

Eight of the respondents failed to answer question 4 and it is feared that it was because they found the question to be too identifying. The grouped age data would have been less intimidating for the respondents, and it would have been just as useful for analysis as the specific individual ages.

The responses to question 3, "Ethnic background: _____," were clear enough but the question still could have been improved by providing choices and by asking for the predominant ethnic background of the respondents as shown on the following page:

3. Predominant ethnic background:

- ☐ Asian
- ☐ Caucasian
- ☐ Hawaiian or Part-Hawaiian
- ☐ Pacific Islander (other than Hawaiian)
- ☐ Filipino
- ☐ Other _____

Questions 6, 7, and 8 should all have been written with multiple choice responses. The questions did not clearly explain the amount of detail desired for the answer and this resulted in several misinterpretations. In asking the EPDA participants for their state or country of residence, the author had believed that the respondents would name the state in which they resided if they lived in the United States or name the country in which they resided if they did not live in the United States. However, four responses were "U.S.A." (It was assumed for the questionnaire data that these responses meant states other than Hawaii.) The author also wished to know the state (or country) in which the participant completed his or her undergraduate studies, but again failed to specifically ask for that information. One student refused to answer the question on the grounds that it was too identifying. All of these difficulties would probably have been avoided if the three questions had been written as shown on the following page:

6. In what state (or country or area if not in the U.S.) were you a resident just before you entered the EPDA program?

- ☐ Hawaii
- ☐ West Coast state (California, Oregon, Washington)
- ☐ Other Mainland state
- ☐ Micronesia
- ☐ Other area or country (please specify) _____

7. In what state (or country or area if not in the U.S.) are you currently residing?

- ☐ Hawaii
- ☐ West Coast state (California, Oregon, Washington)
- ☐ Other Mainland state
- ☐ Micronesia
- ☐ Other area or country (please specify) _____

8. In what state (or country if not in the U.S.) did you complete your undergraduate studies?

- ☐ Hawaii
- ☐ West Coast state (California, Oregon, Washington)
- ☐ Other Mainland state
- ☐ Other area or country (please specify) _____

Another question that should have been presented with multiple choice answers was number 29, "What is, or was, your education-related job? (Specify job title and a brief description) _____." Some of the responses were more vague than had been anticipated, while other job titles were too identifying-- a fact which drew a complaint from one of the respondents. The question should have been written as follows:

29. What is, or was, your education-related job?

- ☐ full-time instructor - four-year college level
- ☐ full-time instructor - community college level
- ☐ full-time instructor - secondary level
- ☐ full-time instructor - elementary level
- ☐ part-time instructor (please specify level) _____
- ☐ administrator (please specify level) _____
- ☐ counselor (please specify level) _____
- ☐ education specialist or coordinator (please specify level) _____
- ☐ other (please describe) _____

Questions 9, 18, 25, and 26 were the only fill-in items on the survey which were satisfactory the way they were originally written. They generated useful information, they were not overly identifying, and they would have been impractical to write in a multiple choice form.

As the data from the questionnaires was being compiled, it was realized that there was one more important question which should have been included in the survey. The participants should have been asked to specify the year in which they entered the EPDA program. Some of the negative comments about the program which were received may refer to problems that occurred in the program's infancy but have since been corrected. The question would have helped to distinguish between these past, corrected problems and areas of the program which currently need improvement.

APPENDIX D

A Comparison of the Questionnaire Data to the Actual EPDA Student Population

A Comparison of the Questionnaire Data to the Actual EPDA Student Population

Statistical information about all 110 of the EPDA students, which was acquired from EPDA program records, was compared with the questionnaire data to help determine if the returned questionnaires were truly representative of the actual EPDA student population. Statistics on the following four items were compared: sex, ethnic background, current residence, and fellowship status.

The comparison is shown in the table on the following page. The two numerical columns under the heading "ACTUAL ENROLLMENT" list the information found in EPDA program records. These columns show the actual number and corresponding percent of EPDA students for each of the categories listed in the table. (Each percent was rounded off to the nearest whole number so the totals were not always exactly 100%.) The column under the heading "EXPECTED RESPONSE" lists the expected number of questionnaire respondents for each category as computed from the actual data ratios and the number of returned questionnaires containing the requested information. The two columns under the heading "QUESTIONNAIRE RESPONSE" list the number and corresponding percent of EPDA students for each of the categories shown in the table as compiled from the returned questionnaires.

The table shows that the actual data and questionnaire data for these four items match very closely. This helps verify the assumption that the returned questionnaire data is representative of the entire EPDA student population.

	ACTUAL ENROLLMENT		EXPECTED RESPONSE	QUESTIONNAIRE RESPONSE	
	Number	Percent	Number	Number	Percent
ITEM 1: SEX					
Male	64	58%	35	33	54%
Female	46	42%	26	28	46%
Total	110	100%	61	61	100%
ITEM 2: ETHNIC BACKGROUND					
Asian	49	45%	26	27	46%
Caucasian	43	39%	23	22	37%
Micronesian	8	7%	4	6	10%
Hawaiian or Part-Hawaiian	3	3%	2	2	3%
Filipino	2	2%	1	1	2%
Samoan	4	4%	2	1	2%
Black	1	1%	1	0	0%
Total	110	101%	59	59	100%
ITEM 3: RESIDENCE					
Hawaii	78	71%	44	41	66%
Mainland U.S.	17	15%	10	10	16%
Pacific Islands	15	14%	8	11	18%
Total	110	100%	62	62	100%
ITEM 4: FELLOWSHIP STATUS					
Fellow	81	74%	43	45	76%
Non-fellow	29	26%	16	14	24%
Total	110	100%	59	59	100%